



Dilkes Academy

Key School Improvement Priorities in 2026 - 2027

1. Ensure that the quality of teaching is both consistent and effective (at least 100% graded good and 50% outstanding) across the school through a focus on:
 - High levels of pupil engagement in learning;
 - High levels of cognitive challenge;
 - Excellent use of assessment to support learning within lessons through effective questioning & feedback;
 - Well-pitched tasks that enable all pupils to demonstrate independence and rapid progress in their learning.
2. To maintain high standards in reading, writing and maths across the school and aim to match this in other curriculum areas, using effective assessment and monitoring systems, high expectation and experiences:
 - Disadvantaged pupils make at least expected progress and are set equally high expectations.
 - Ensure pupils with SEND (EHCP and SEN Support) make good progress against their individual targets/starting points.
 - For EHCP children to meet at least 70% of their outcomes with 30% at least partially met.
 - Ensure that any significant gaps/ barriers to educational success between groups of pupils (e.g. boys and girls, SEND and disadvantaged children) are addressed and gaps are diminished.
 - Sustain improvements in Year 1 phonics achievement to ensure the three-year trend remains above national benchmarks.
3. To continue to develop the role of middle leaders, both year group leads and subject leads, to set consistent high expectations for all stakeholders and develop an understanding of accountability:
 - Subject leaders plan a rigorous and sequential approach to the curriculum, considering what pupils will be able to know and do at the end points and address any gaps in pupils' knowledge and skills.
 - Subject leaders have a detailed understanding of how well pupils are doing and what next steps cohorts should take.
 - A range of enrichment days are planned to help connect new knowledge with existing knowledge.
 - Ensure all teachers have acquisition of knowledge in order to deliver all subjects effectively, by engaging in CPD.
 - All new staff or leaders are supported well through effective induction.
4. To improve pupils' fluency and rapid recall of multiplication facts and number bonds across Key Stage 1 and Key Stage 2, with a particular focus on raising attainment in the Year 4 Multiplication Tables Check, strengthening foundational number sense. To develop high-quality handwriting and presentation skills, ensuring consistently high standards of learning, effort and achievement across the curriculum.
5. To ensure all pupils access a broad and purposeful range of enrichment opportunities that are fully integrated into the curriculum, enhancing personal development, life skills, and the discovery of individual talents.



Key School Improvement Priorities in 2026-2027

Objective	Success Criteria
Ensure that the quality of teaching is both consistent and effective (at least 100% graded good and 50% outstanding) across the school through a focus on: • High levels of pupil engagement in learning • High levels of cognitive challenge • Excellent use of assessment to support learning within lessons through effective questioning & feedback • Well-pitched tasks that enable all pupils to demonstrate independence and rapid progress in their learning.	Teaching over time monitoring grades all teaching as at least good or improving rapidly. Teaching over time monitoring grades 50% of teaching as outstanding. Teachers are increasingly able to accurately review their own teaching identifying strengths, areas of development and actions to successfully address these. Senior leaders have evidence from work scrutiny, pupil voice and observations that: a. Assessment for learning enables pupils to review their work. b. Teaching is pitched well for all groups so it builds on what pupils, know, do and understand. Pupils feel they have engaging learning and support through assessment and feedback which develops independent learning.
To maintain high standards in reading, writing and maths across the school and aim to match this in other curriculum areas, using effective assessment and monitoring systems, high expectation and experiences: • Disadvantaged pupils make at least expected progress and are set equally high expectations. • Ensure pupils with SEND (EHCP and SEN Support) make good progress against their individual targets/starting points. • For EHCP children to meet at least 70% of their outcomes with 30% at least partially met. • Ensure that any significant gaps/barriers to educational success between groups of pupils (e.g. boys and girls, SEND and disadvantaged children) are addressed and gaps are diminished. • Sustain improvements in Year 1 phonics achievement to ensure the three-year trend remains above national benchmarks.	Both in-year and key stage progress is demonstrated as being strong (minimum of 4 points) with a particular focus on disadvantaged is demonstrated as being strong. Reading is prioritised to allow pupils to access the full curriculum. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and engagement of reading. Pupils with SEND make strong progress from their starting points focusing on their individual targets. Learning plans and pupil passports are closely monitored by the inclusion team. EHCP long term outcomes are broken down into medium term targets and progress is tracked daily. Teachers and SENCO work collaboratively to review and write appropriate targets. All pupils currently at ARE or greater depth at least maintain that position. High quality planning across the trust is completed in both English and maths. Gap between pupils with SEND progress is reduced in all year groups. High quality lessons, planning and assessment of phonics in Year 1.
To continue to develop the role of middle leaders, both year group leads and subject leads, to set consistent high expectations for all stakeholders and develop an understanding of accountability: • Subject leaders plan a rigorous and sequential approach to the curriculum, considering what pupils will be able to	Year Leads – effective analysis of interim assessments and actions to ensure progress for all; analysis of impact of Wave 2 Interventions; performance management and coaching of parallel teachers; effective and rigorous mentoring of ECTs/students to ensure high expectations for quality teaching and learning are met by all. 2. Curriculum Leads – successful application of quality mark for given subject; clear action plan to develop subject;

know and do at the end points and address any gaps in pupils' knowledge and skills. • Subject leaders have a detailed understanding of how well pupils are doing and what next steps cohorts should take. • A range of enrichment days are planned to help connect new knowledge with existing knowledge. • Ensure all teachers have acquisition of knowledge in order to deliver all subjects effectively, by engaging in CPD. • All new staff or leaders are supported well through effective induction.	confident ownership of subject area and proactive approach to sourcing and implementing new initiatives promoting high expectations and consistent outcomes throughout the Trust. Subject leaders coherently plan and sequence a cumulative curriculum which is embedded consistently and securely across the school offering a range of memorable events to help connect new learning. 3. Outreach support – Achievement leaders to support other year groups/ curriculum leads in Catalyst schools in planning and teaching and learning; monitor and ensure central drive is updated and resources are all accessible. 4. System Leadership – develop SLE leadership capacity through effective deployment in other schools in Thurrock; contribute to training programmes for students and ECTs.
To improve pupils' fluency and rapid recall of multiplication facts and number bonds across Key Stage 1 and Key Stage 2, with a particular focus on raising attainment in the Year 4 Multiplication Tables Check, strengthening foundational number sense. To develop high-quality handwriting and presentation skills, ensuring consistently high standards of learning, effort and achievement across the curriculum.	The average score for Year 4 pupils meets or exceeds the expected standard in the Multiplication Tables Check (MTC). Pupils in Key Stage 1 demonstrate improved recall and application of number bonds to 10 and 20, as measured by termly in-class assessments. Daily fluency activities are embedded across all year groups with visible impact on pupils' mental maths speed and confidence. High expectations are evident in all pupil work across the curriculum, with consistently strong presentation, handwriting and subject-specific outcomes. Handwriting standards improve progressively across the year groups, demonstrating clear development over time.
To ensure all pupils access a broad and purposeful range of enrichment opportunities that are fully integrated into the curriculum, enhancing personal development, life skills, and the discovery of individual talents.	All children have access to a range of educational experiences Pupils attend a range of educational experiences beyond the classroom. Teachers plan a range of workshops and enrichment opportunities which are linked to the curriculum topics. Children have opportunities to develop interests outside of the classroom and take part in a range of events (sporting, musical and academic). Children demonstrate resilience towards a range of activities. Children's talents and interests are showcased and celebrated. Embed enrichment activities (e.g., themed days, trips, workshops) into curriculum planning to reinforce key learning and extend knowledge. Ensure all pupils access meaningful experiences beyond the classroom that foster resilience, independence, and personal growth. Identify and nurture individual talents through extracurricular provision and pupil voice, supporting pupils to excel in areas of interest.